Teaching Chinese with a Top-Down Approach (TDA)

Through a Flipped Learning Instruction Model (FLIM)

by

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Curriculum Development

Submitted in partial fulfillment of the requirements for the

Master of Science Degree in Education

Graduate Studies

Martin Luther College

New Ulm, MN

March 2015

Signature Page

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This curriculum development paper has been examined and approved.

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Abstract

This study examines the design of a college-level Chinese language curriculum following a Top-Down Approach that is supported by a Flipped Learning Instructional Model. The project provides a detailed case on the impact of a Top-Down Approach and Flipped Learning. Student reports suggest that this engaged learner curriculum design increased student accountability for their own learning, empowered them to transcend the traditional Chinese classroom into the community and the globe, and inspired them to become independent, life-long Chinese language learners. In addition, direct advantages, challenges, and recommendations for successfully implementing a Top-Down Approach and Flipped Learning are discussed.

Keywords: learning of Chinese, Top-Down Approach, Flipped Learning

Acknowledgments

For my three-year graduate education in the United States, I am most thankful for my Savior who has made such an amazing arrangement for me. Only through his plan am I able to study education in the United States and use my talents to serve him in public ministry. I would like to deeply thank Dr. John Meyer, Dr. Carla Melendy, and Dr. David Wendler for their expert advice and extraordinary encouragement in this thesis process. I would also like to extend my thanks to my students of this project for their hard work and willingness to be the subjects of my research. The completeness of my graduate program would not have been possible without the scholarship that I received from Martin Luther College. I am sincerely grateful to everyone who has taught me throughout the graduate program. Last but not least, I am also blessed to have a wonderful husband who introduced Jesus Christ to me when we were in China and continually supports me spiritually, academically, and emotionally.

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Chapter I: Introduction

Purpose of the Study

Martin Luther College (MLC) implemented its Chinese program in August, 2012. After a two year trial run and the installation of a full-time Chinese professor, this pilot program has officially become part of MLC's college curriculum. The Chinese program is a 15-credit minor for education major students and an 18-credit language option for students of Studies in Pastoral Ministry (SPaM). With the proper design of a Chinese curriculum, it is realistic that MLC could develop Chinese as a major and minor with teacher licensure in the near future.

The author has been exploring the design of a college-level Chinese language curriculum in order to develop a fitting instruction model under the *5C's Standards for Foreign Language Learning (SFLL): Preparing for the 21st Century[1]* which was drafted by the American Council on the Teaching of Foreign Languages (ACTFL). After two years of exploration, the author is changing the philosophy for the Chinese language curriculum development from a traditional Bottom-Up Approach (BUA) to a Top-Down Approach (TDA)[2] which will be accomplished with the Flipped Learning Instruction Model (FLIM)[3]. The purpose of this project is to inspire students to become independent, life-long Chinese language learners by creating and implementing a TDA through FLIM Chinese language curriculum.

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[1] The 5C's are Communication, Culture, Connections, Comparisons, and Communities.
[2] See the definition of BUA and TDA contained in the Literature Review on TDA.
[3] See the definition of FLIM contained in the Literature Review on FLIM.

Importance of the Study

By examining and understanding the characteristics of the Chinese language, the author believes that teaching Chinese with TDA through FLIM is the optimal approach for MLC Chinese language students. The fact that Mandarin has four tones, a variety of complicated strokes, and a distinguished grammar system, as well as its absence of a grapheme-phoneme correspondence (GPC) rule leads the author to believe that the implementation of FLIM to the Chinese language program would be able to maximize the effectiveness of Chinese language learning so that students will be independent life-long learners. According to the characteristics of the Chinese language, the author will design three curricular components as part of FLIM to accomplish TDA: 1) Listening and pronunciation; 2) Character acquisition; and 3) Grammar acquisition.

Listening and pronunciation. Chinese is a tonal language. Mandarin has four tones, Cantonese and other dialects have nine or more tones, whereas no tones exist in English. "Learning the Chinese tone system is a major challenge to students of Chinese as a second or foreign language" (Liu, et al., 2011, p. 119). As English speakers, the author's students all agree that Chinese tonal pronunciation is a challenging aspect of Chinese. English speakers need to practice pronunciation throughout the Chinese learning process. In a traditional classroom, a teacher teaches this part in class but often does not have enough time to work with each student individually, especially in a big class. In a flipped classroom, the author can use audio tracks or videos of Chinese phonetics which students may listen to or watch on their own time. For pronunciations of new vocabulary or dialogue, students may have the choice of listening to audio files on Moodle or practicing with Quizlet. Students will be asked to record their readings of the textbook

dialogue with answers to a series of questions posted by the instructor. All the above will

be assigned as homework for students. Pronunciation practice requires repetitive practice.

Since everyone has a different learning pace, having students work on their own time

outside the classroom with the assistance of audio and video technology allows them to

individualize their learning style and speed.

Character acquisition. In contrast to an alphabetic writing system whose

orthography has a specific relationship with its pronunciation, also known as GPC rule,

Chinese orthography does not necessarily correspond to specific phonemes. Chen et al.

(2001) indicated that the absence of GPC is one of the major obstacles when students of

the Romanized writing system learn and memorize Chinese characters and their

corresponding pronunciations. The author's students can learn Chinese characters in a

more engaging way—they interact with Chinese applications on a computer or

smartphone. Students can learn new Chinese characters before the start of each new

lesson by practicing flashcards and a variety of games on applications or websites such as

Pleco and Quizlet. The author can monitor students' study progress on character learning

results and give targeted feedback to students the next day on Quizlet.

In addition, each Chinese character is composed of several pen strokes written in

a specified order. Students need to memorize the stroke order of each character, and write

them in an aesthetically pleasing way. Learners of Chinese need to be meticulous and

patient because practicing Chinese writing can be highly tedious and time-consuming.

After an introduction to the basic rules of Chinese stroke order, students can practice

individually outside the classroom instead of doing the work in the classroom with the

teacher. The author assigns the students to practice penmanship and stroke order in a

Chinese character workbook. These assignments reinforce muscle memory. Besides

traditional penmanship exercises, students learn correct stroke orders of Chinese

characters by using YellowBridge, an online Chinese dictionary which has animations of

the stroke orders of each Chinese character. As an online dictionary, YellowBridge also

shows students the etymology of each character as well as how to build up new words

and new sentences, which facilitate students' memorization on how to write the

characters.

Grammar acquisition. As part of foreign language acquisition, students need to

learn new grammar in addition to pronunciation and writing characters. This often

occupies a large portion of time in a traditional classroom. Meanwhile, students generally

consider grammar acquisition as a tedious and unengaging process. The author's students

will learn new grammar outside of class by watching short length YouTube videos or

videos made by the author which contain relevant grammar explanations. They will also

complete the corresponding exercises in their workbooks which facilitate their

understanding of the grammar.

Real world language application goes beyond lexical and syntactic acquisition

which includes listening and pronunciation, character acquisition, as well as grammar

acquisition as mentioned above. To lead students to learn Chinese beyond the classroom

and school, the author will assign students authentic tasks in and outside of the classroom.

To prepare and finish a variety of authentic tasks, students will be instructed to do many

different individualized tasks, such as locating and analyzing information about China in

the target language (TL) by using online search engines, communicating with Chinese

friends via Chinese communication services, keeping journal logs while building up their

own vocabulary database, creating posters with online information, and acquiring first-hand information about Chinese culture with Chinese culture study guides. Students will have enough time outside of class to prepare preliminary work for their tasks at their own pace. With the assistance of technology, students will return to the classroom with a solid foundation, prepared to work in TL with their peers and teacher.

Enfield's (2013) research, conducted at the college level, commented that FLIM increases student self-efficacy to learn independently, which is necessary for preparing students for a career in the 21st century. The author believes that the benefits of adopting FLIM go beyond classroom engagement. FLIM empowers students by offering a variety of learning strategies, opportunities to learn on their own, and skills to use technologies in the 21st century. Eventually, students will become successful and independent life-long learners.

Project Goal

"It is better to teach a man to fish rather than to give him a fish; it is better for him to desire to fish than to teach him to fish." – Chinese Proverb[4]

This Chinese proverb inspires this Chinese language curriculum project. The essence of teaching Chinese is to both motivate and teach students how to learn, instead of forcibly imparting the language and culture. Creating a Chinese language curriculum with TDA through FLIM, will achieve the following three goals:

1) To increase student accountability for their own learning,

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[4] The original proverb in Chinese is "授人以鱼，不如授人以渔；授人以渔，不如授人以欲."

2) To empower students to transcend the traditional Chinese classroom into the community and the globe,

3) To inspire students to become life-long Chinese language learners.

With the implementation of TDA through FLIM, this project plans to lead students to take greater ownership in the following facets: 1) interacting with people in Chinese; 2) using Chinese skills to locate information they need; 3) enriching their lives with Chinese language and culture; and 4) eventually sharing God's Word with Chinese people after finishing the Chinese program at MLC.

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Chapter II: Literature Review

Introduction

The core of this curriculum design is to teach Chinese using TDA teaching philosophy as driven by FLIM methodology. Therefore, the literature review of this project emphasizes the development of TDA and FLIM.

Literature Review on TDA

Based on the norms of traditional Chinese teaching philosophy, it is easy for Chinese teachers to fall into BUA in which students first analyze and learn vocabulary and grammar rules, then practice forming sentences repeatedly with learned vocabulary and grammar points, and finally seek understanding of the whole text. BUA which remains pervasive in the language teaching in China mainly focuses on grammar rules, vocabulary, decontextualized mechanical drills, and rote memorization (Shrum & Glisan, 2010, p. 58-59). The ultimate goal for teachers is to enable the students to gain linguistic knowledge, such as vocabulary and grammar, and to apply them to other similar contexts correctly through various exercises (Nagao, 2002, p.6). Generally speaking, BUA is a skill-based approach (Shrum & Glisan, 2010, p. 58).

Contrary to BUA, TDA is a content-based approach. This approach first arose out of psycholinguistic research (Frehan, 1999), which mainly focused on a learner's reading process. Learners activate their prior knowledge or experience in order to comprehend their reading in a second or a foreign language, which is described as "content schemata" (Carrell, 1988, p. 79). In this project, TDA is a whole-language teaching approach rather than a reading strategy. Adair-Hauck and Cumo-Johanssen (2010) defined TDA to

language instruction as an approach which resists reducing language to word lists, verb conjugations, discrete grammar points, or isolated linguistic elements (as cited in Shrum & Glisan, p. 59). In this approach, students are presented with an entire text in Chinese first. Students are guided to comprehend main ideas and particular details of the text by finishing different tasks, such as watching video clips relating to the text, answering questions, responding to true-false statements, unscrambling the text, and role-playing dialogue. Students engage the text in a holistic manner without knowing every word or grammar point. Instead, through exploration of the text, they indirectly learn vocabulary and grammar in a more meaningful context (Shrum & Glisan, 2010, p. 61). After comprehending its main ideas and some details, students move on to vocabulary or new sentence structures. Rather than decontextualized drills, TDA adopts a variety of authentic tasks to help learners learn lexical and grammatical knowledge in a more personalized manner. Learners are given various tasks to cooperate and interact with others by using the TL as a means to an end (Shrum & Glisan, 2010, p. 268). With TDA, under the principle of SFLL, students will be equipped to communicate with people from the countries of target languages.

Although more research is needed on TDA, Adair-Hauch & Cumo-Johanssen believed that students of TDA develop language skills and cultural competence at a higher level than through BUA. Therefore, TDA is aligned with the goal of this project which, as mentioned in the previous chapter, is to lead students to become life-long Chinese learners.

Literature Review on FLIM

FLIM appears to have developed in three stages. In its first stage, it began with technology integrations and blended learning. In the second stage, it became an independent teaching method, often referred to as inverted teaching, backwards classroom, or flipped classroom. Currently, FLIM is in its third stage of development in which its definition goes beyond only the usage of videos as pre-assigned homework for students.

The first stage. With the shift from a traditional behaviorist language classroom to a more balanced constructivist classroom, language teachers have adopted a variety of technological tools to facilitate the effectiveness of student-centered language learning. The extensive usage of computers and Internet allows both teachers and students to easily access authentic TL resources in the forms of CDs, DVDs, Social Network Sites (SNS)[5], Computer Mediated Communication[6] (CMC) (Xie & Yao, 2009, p. 152), multimedia, and other web resources.

In addition, the trend of globalization, expedited by communication tools such as the internet and cell phones, creates the necessity for technology integration in a language classroom. Globalization requires a more efficient and effective way of communication which is one of the 5C's for SFLL. This new form of communication is often referred to as new literacies (Roblyer & Doering, 2013). New literacies require students to be able to use TL to write letters and emails, post blogs, make phone calls, send text messages,

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[5] According to Global Web Index (December, 2012), the top 5 Chinese social networking sites included Qzone, Sina Weibo, Renren, Tencent Weibo, and 51.com.
[6] The most common computer/smartphone mediated communication services for Chinese are QQ, Wechat, MSN messenger, Skype, and email systems. The author will integrate them into the project.

watch videos, and navigate websites. The mastery of technology is an indispensable skill that students need to acquire in the 21st century.

Despite the mandates and the extensive usage of technology in the 21st century, the most convincing reason for using technology in the classroom is actually the nature of the 21st century student. Today's language learners grow up with computers, Internet, smartphones, and other technological tools. Shrum and Glisan (2010) called this generation of students the "digital natives." Bergamnn and Sams (2012) underscored that the integration of technology into learning speaks the language of today's students (p.20). Confucius, China's greatest teacher, encouraged teachers to educate according to the student's natural abilities. Utilizing different technological devices helps improve student motivation and enthusiasm for language learning.

In his book *Blended Learning in Higher Education*, Garrison (2008) argued that blended learning reshapes and enhances the traditional classroom while making e-learning more acceptable (p. 6). Sharma and Barrett (2013) defined blended learning in the language arena as "a language course which combines a face-to-face classroom component with an appropriate use of technology" (as cited in Stanley, p.10). Research conducted by the U.S. Department of Education showed that blended learning, a combination of technology and human instruction, served students better than either purely online learning or entirely face-to-face instruction (Means, Toyama, Murphy, Bakia, & Jones, 2010).

The second stage. Flipped learning is a form of blended learning. The early concept of flipped learning was commonly accepted that students learn new content at

home by watching videos of lectures and then practice in the classroom the next day.

Flipped learning was also referred to as inverted classroom and reverse teaching. Salman

Khan (2004) is one of the earliest educators who advocated flipped learning. Many

teachers use his tutorial videos on Khan Academy to flip their classroom. In his TED

Talks presentation entitled "Let's Use Video to Reinvent Education," Khan underlined

the advantages of utilizing videos for education: "They [his cousins whom Khan tutors]

can pause, repeat, or go back to review without feeling embarrassed or wasting my time."

Not only watching videos, but also using various online tutorial resources allow students

to pause, repeat, and review their learning content. In his research, Jeremy Strayer (2007)

compared the flipped classroom and the traditional lecture/homework structure in two

different college level introductory statistics classrooms. His results emphasized the

importance of the structure of a flipped classroom.

      The third stage. With its further development, the definition of FLIM has

expanded. Dr. Barbi Honeycutt (2014), the founder of Flip It Consulting, critiqued that

"while watching a video of a lecture is probably the most familiar idea of the flipped

classroom, flipping can mean more than watching videos of lectures. One of the essential

goals of the flipped classroom is to move beyond the lecture as the primary way to

deliver information and structure class time." Her comments properly explain the

situation of the flipped language classroom. Besides videos, the author is planning to

explore other possible avenues, especially tutorial websites and smart phone applications.

This project will incorporate these computer/smartphone-based resources into a flipped

language classroom. At the current stage, Flipped Learning Network™ (2014) defined

flipped learning as:

A pedagogical approach in which direct instruction moves from the group

learning space to the individual learning space, and the resulting group space is

transformed into a dynamic, interactive learning environment where the educator

guides students as they apply concepts and engage creatively in the subject matter.

(p.1)

Even though FLIM still needs more empirical research to support its effectiveness,

more and more educators on the frontiers of teaching are adopting this teaching model

and contributing their teaching experience to flipped learning. The following are

examples of people adopting this model:

- High school science teachers Jonathan Bergmann and Aaron Sams (2012)

  shared their flipped teaching experience in a book entitled *Flip Your Classroom:*

  Reach Every Student in Every Class Every Day.

- Ellen Dill (2013), a notable teacher in foreign language acquisition, presented

  Offering Students Choice in a Flipped Classroom on Flipped Learning

  Network™.

- Troy Cockrum (2014), also a language arts teacher, published *Flipping Your*

  English Class to Reach all Learners. This book mainly focuses on differentiated

  instruction in language arts via flipped learning.

Summary

Based on a teacher's theoretical understanding of how learners can best learn a

second language, two approaches (BUA and TDA) can be adopted. The author is apt to

use TDA in view of the role of context that can be brought to the learning experience

(Shrum & Glisan, 2010, p. 57). FLIM incorporates teaching with technology as a means

of TDA.

Chapter III: Implementation

Introduction

During the first two years of teaching at MLC, the author carried out a traditional BUA in the Chinese language classroom. For each unit, the author would teach the characters and words, then focus on specific grammar rules, and then analyze the text in the textbook. Eventually, the class moved forward from the text to simulated activities in which students applied what they had learned to different scenarios. Even though the classes were embedded with communication in TL, mechanical drills were still the norm. Research has shown that these exercises "are not beneficial for foreign language acquisition or the development of fluency and should be discarded from instructional practice" (as cited in Shrum & Glisan, p.59).

The author's philosophy of teaching has completely changed from BUA to TDA after taking a series of courses at MLC, such as Teaching World Language, Designing Classroom Instruction, Enhancing the Curriculum with Technology, Assessment of Learning and Instruction, Improving Instructional Methodology, and Issues in Education. Hence, in her third year of teaching, she began to experiment using TDA with a FLIM in the design of Chinese language curriculum. This project examined the effectiveness of teaching Chinese with TDA through FLIM, which aligned with ACTFL guidelines. The whole procedure was designed in a flipped manner which is pivotal for this project.

Subjects. This curriculum project was implemented with four male and three female students in the Chinese Elementary I (Course number CHN1003) class which met five times a week, fifty minutes per class. Even though the number of the students was relatively small, the class was diverse. Among these seven students, two students were

second generation Hmong, one African Antiguan, and four white American. It was a mix of students ranging from freshmen to seniors majoring in either Education or Studies in Pastoral Ministry. Prior to CHN1003, none of them had any Chinese language background or learning experience, nor had they been learning with TDA through FLIM in other subjects. The curriculum implemented FLIM to carry out TDA for one semester.

Procedures

The whole Chinese language curriculum, adopting *Integrated Chinese, Level 1 Part 1, 3rd Edition* published by Cheng & Tsui Company, unfolds with topical units. During this project, the author's elementary class studied topics including Pinyin (Romanized Chinese pronunciation), introduction to your family, making an appointment with friends, visiting friends, learning Chinese, school life, and shopping. Each unit was designed under the goals of 5Cs (Figure 1). By the end of the semester, students would be able to read, write, listen, and speak in standard Chinese (Mandarin) at the novice-low and -mid level on the ACTFL proficiency scale (Figure 2).

In Chapter One, the "Importance of the Project," the author explained outside-of-classroom assignments and tasks that were an integral part of the project's development. The author, according to the characteristics of the Chinese language, designed three curricular components: 1) Listening and pronunciation; 2) Character acquisition; and 3) Grammar acquisition. Students completed these assignments by themselves outside the classroom guided by technological tools. In her previous BUA teaching, these tasks were mechanical, decontextualized exercises which lacked teacher-student and student-student interaction and negotiation of meaning.

Communication:
Communicate in
Languages Other
Than English

Communities:
Participate in
Multilingual
Communities at
Home and Around
the World

Cultures:
Gain Knowledge
and Understanding
of Other Cultures

Comparisons:
Develop Insight
into the Nature of
Language and
Culture

Connections:
Connect with
Other Disciplines
and Acquire
Information

Figure 1. Relationships of the 5C's, Standards for Foreign Language Learning. From
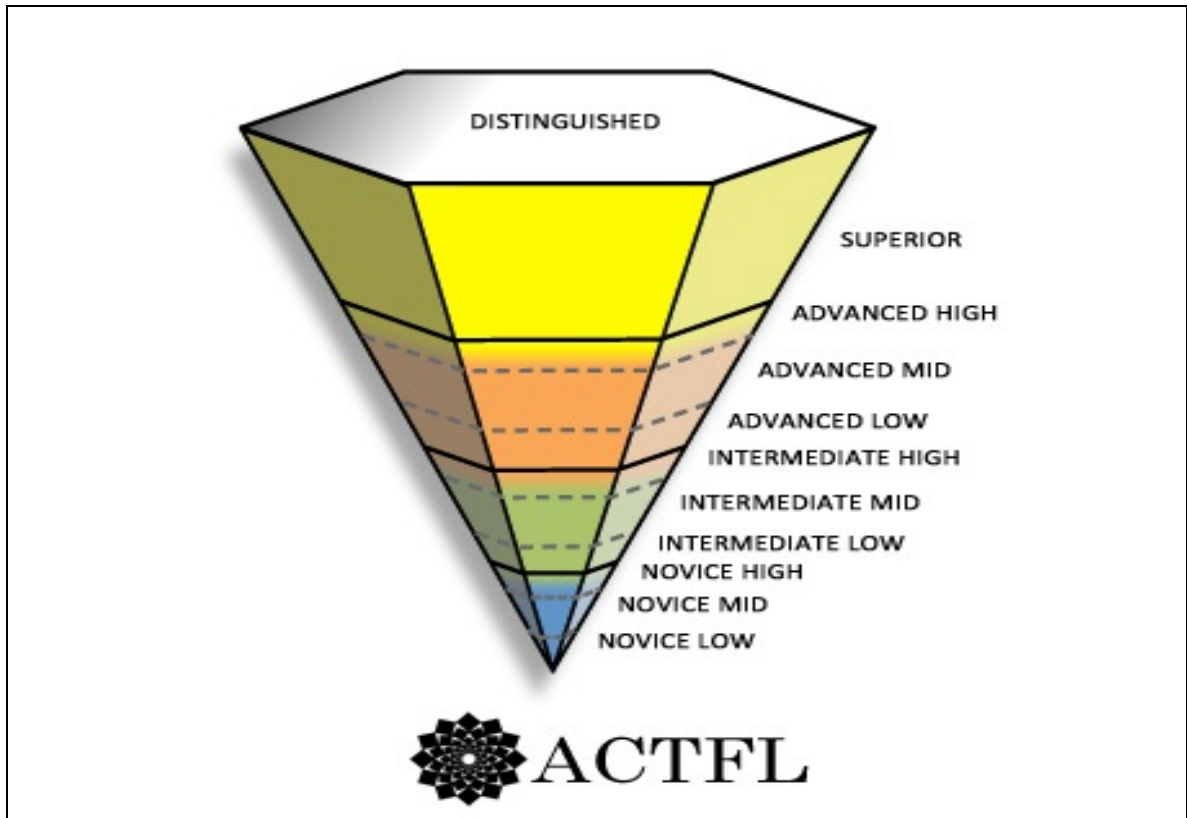
"www.actfl.org," 2012.

Figure 2. ACTFL Proficiency Guidelines Chinese. From **"**<u>ACTFL Proficiency</u>

<u>Guidelines Chinese</u>," 2012.

Using TDA significantly increased the number of collaborative activities that

integrated the three modes of communication (see Figure 3) and addressed the 5Cs. These

activities used to be assigned as homework for students. In this project, they were flipped

and became synthesized activities in the classroom. The author designed a variety of

collaborative tasks for students to perform in the classroom in TL based on student

readiness. These activities helped students apply their previously learned knowledge to

real-life scenarios through authentic language resources. Depending on the content of the

lessons, they unscrambled a dialogue or discussed a video segment in small groups,

which reinforced their interpretive communication. To foster the skills of interpersonal

and presentational communication, they led jigsaw activities, role plays, debate

simulations, information gap activities, interviews, dramatizations, presentations,

dialogue journals, and so forth. Students also conducted projects that could develop or

demonstrate their creativity and individual interests, such as a class newspaper, cultural

bulletin board, display board, poster, survey, fantasy, and so on.

	INTERPERSONAL	INTERPRETIVE	PRESENTATIONAL
Definitions	Direct communication (e.g., face-to-face or telephonic) between individuals who are in personal contact Direct written communication between individuals who come into personal contact	Receptive communication of oral or written messages Mediated communication via print and non-print materials Listener, viewer, reader works with visual or recorded materials whose creator is absent	Productive communication using oral or written language Spoken or written communication for people (an audience) with whom there is no immediate personal contact or which takes place in a one-to-many mode Author or creator of visual or recorded material not known personally to listener
Paths	Productive abilities: speaking writing Receptive abilities: listening, reading	Primarily receptive abilities: listening, reading, viewing	Primarily productive abilities: speaking, writing, showing
Cultural Knowledge	Knowledge of cultural perspectives governing interactions between individuals of different ages, statuses, backgrounds Ability to recognize that languages use different practices to communicate Ability to recognize that cultures use different patterns of interaction	Knowledge of how cultural perspectives are embedded in products (literary and artistic) Knowledge of how meaning is encoded in products Ability to analyze content, compare it to information available in own language and assess linguistic and cultural differences Ability to analyze and compare content in one	Knowledge of cultural perspectives governing interactions between a speaker and his/her audience and a writer and his/her reader Ability to present cross-cultural information based on background of the audience Ability to recognize that cultures use different patterns of interaction

		culture to interpret US culture	
Knowledge of the linguistic System			
The use of grammatical, lexical, phonological, semantic, pragmatic, and discourse features necessary for participation in the Communicative Mode.			

Figure 3. Framework for the Communicative Modes. From "Standards for Foreign

Language Learning in the 21 Century," as cited in Shrum & Glisan, 2010, p. 180.

To display a clear picture of the procedure, the author presents Unit Nine

Shopping as an example below. The following is a thematic unit plan of inside-and-

outside the classroom activities of Unit Nine designed in a flipped fashion. For this

project, each unit was planned and carried out in a flipped manner.

Thematic Unit Plan: Lesson 9 Shopping

Name: Tingting Zhang Schwartz   **Date:** November 2014

Class: Chinese Elementary I

Student Learning Outcomes: After this lesson, I will be able to

1. Describe a person's appearance and outfits;

2. Speak about the color, size, and price of a purchase;

3. Recognize Chinese currency;

4. Pay bills in cash or with a credit card;

5. Determine the proper change you should receive;

6. Ask for a different size and/or color of merchandise;

7. Bargain in a market;

8. Tell the cultural differences of shopping habits between China and the U.S.

The 5C's Standards for Foreign Language Learning in the 21st Century

Communication

Standard 1.1: Students engage in conversations, provide and obtain information, express

feelings and emotions, and exchange opinions.

Standard 1.2: Students understand and interpret written and spoken language on a variety of

topics.

Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or

readers on a variety of topics.

Cultures

Standard 2.1: Students demonstrate an understanding of the relationship between the practices

and perspectives of the culture studied.

Standard 2.2: Students demonstrate an understanding of the relationship between the products

and perspectives of the culture studied.

Connections

Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are

only available through the foreign language and its cultures.

Comparison

Standard 4.1: Students demonstrate understanding of the nature of language through

comparisons of the language studied and their own.

Standard 4.2: Students demonstrate understanding of the concept of culture through

comparisons of the cultures studied and their own.

Communities

Standard 5.1: Students use the language both within and beyond the school setting.

| Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment. |
| --- |
| **Time Frame:** Seven class periods (50 minutes each) |
| **Technology Used:** Computer recording device, Moodle, DVD, CDs, YouTube videos, Taobao website, PowerPoint software, Quizlet, online dictionaries, smartphone apps, Jing Screencast software, email system, etc. |
| **Other Resources:** *Integrated Chinese Level 1 Part 1,* Third Edition: Textbook Simplified Characters and Workbook Simplified Characters; Chinese Character Workbook. |
| **Curriculum of BUA and FLIM** |
| **Assignments for Day 1** |
| Students study Chinese characters, vocabulary, pronunciation, and textbook dialogue at their own pace.

Assignment 1: Memorizing Chinese Characters
Students select characters that they do not know from the vocabulary list and write them down with correct stroke orders in their Chinese character workbooks. The correct stroke orders can be found in online dictionaries—YellowBridge. Below is an example of a character in the character workbook. This assignment helps students practice their penmanship in Chinese, memorize how to write specific characters, and reinforces muscle memory.
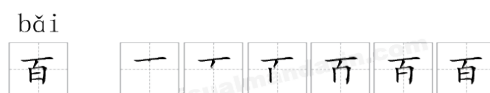
Assignment 2: Learning Chinese Vocabulary |

After self-studying individual Chinese characters, students learn vocabulary on their own with

[Quizlet.](#) The instructor sets up a virtual classroom on Quizlet. After joining this class, students

can practice with modules of Flashcards, Learn, Speller, Test, Scatter, and Space Race. Students

are asked to finish three of six modules either on their computer or a smartphone. The teacher

monitors student progress on Quizlet. With the analysis from Quizlet, the teacher will be able to

give specific feedback on vocabulary practice the next day.

Assignment 3: Understanding Textbook Dialogue

a) Students listen to audio recordings of textbook dialogues which are pre-loaded on Moodle.

b) Students record their own reading of these dialogues and answer questions that are based on

the dialogues and related to their own lives.

3) Students upload their recordings on Moodle. The instructor grades and gives specific

feedbacks on Moodle as well as in the next day's class.

Classroom Activities for Day 1

Students focus on cultural differences, textbook dialogue, and vocabulary.

Activity 1: Development of Cultural Awareness (Interpersonal, Interpretive and

Presentational)

Students discuss a series of questions related to shopping which help them analyze similarities

and differences between their own culture and Chinese culture. Students will be divided in

groups. Differentiated instruction is adopted.

In your own culture/community—

- Do people bargain prices in stores?

- Do salesmen follow you around in stores and are they ready to provide immediate help?

- Do sellers solicit loudly to their customers in markets?

- Can merchandise be returned or exchanged?

- How do people pay for their purchases: in cash, with a check, or with a credit card?

Activity 2: Familiarization with Textbook Dialogue (Interpretive and Presentational)

a) Students watch one DVD episode of shopping skit based on the textbook dialogue and finish selected response assessment in the workbook.

b) Students are paired to unscramble the printed dialogue and take turns asking and answering questions about the dialogue in Chinese.

c) Students do role-play based on the dialogue skit.

During this activity, the instructor provides guidance and feedback based on their performance and recordings from the previous day.

Activity 3: Reviewing of Chinese Vocabulary

a) Students are paired to review the pronunciation and meaning of Chinese vocabulary by quizzing each other.

b) With the radical wall in the classroom, students are paired to go through new characters from this unit by recognizing their radicals and building words.

During this activity, the instructor provides guidance based on their performance and Quizlet analysis from yesterday.

Assignments for Day 2

Students focus on grammar points.

Assignment: Grammar

Watch Video 1. *The Modal Verb "要,"* Video 2. *The "的" Structure*, and Video 3. "*如果/要*

是…(的话），…就…" on Moodle and finish corresponding workbook exercises.

Classroom Activities for Day 2

Students focus on the language practices with their peers based on their learning of grammar from the previous day's video.

Activity 1: Role Play (Interpersonal and Presentational)

a) Student learning outcome: Express one's desire to (not) do something with "要/不想."

b) Students work with their partner to ask and answer what Little Wang wishes to do next week in textbook p.235.

Activity 2: Lost and Found (Interpersonal and Presentational)

a) Student learning outcome: Use the "的" structure correctly to speak concisely.

b) Students are paired and identify to whom the objects belong in textbook p. 236.

Activity 3: Role Play (Interpersonal and Presentational)

a) Student learning outcome: give suggestions politely with the subjunctive mood "如果… 的话，…就…"

b) Students are paired to react to the following simulated activity: Student A is a thoughtful boy/girlfriend. Student B is a hard-to-please girl/boyfriend. It's a Friday night and Student A suggests possible dating ideas to Student B. Student B should decide to say "I (don't) want to."

c) Please use the sentence structures "如果… 的话，…就…" and the modal verbs "要" & "不想."

d) After practice, students present this skit to the whole class.

During these collaborative activities, the instructor provides guidance and feedback based on their performance. Since students are divided into groups, students can move on to next activity based on their own pace.

Assignments for Day 3

Assignment 1: A Song of Body Parts

Draw a picture of yourself and mark your body parts with both characters and pinyin according to the Song of Body Parts.

Assignment 2: "穿" vs. "戴"

Watch Video 4. "穿" vs. "戴" on Moodle.

Assignment 3: Clothing and Accessories

Wear your favorite outfit and accessories to class tomorrow!

Classroom Activities for Day 3

Students focus on three modes of communication.

Activity 1: A Song of Body Parts (Interpersonal and Presentational)

a) Student learning outcome: identify body parts.

b) Students are paired to share their drawing and point out body parts.

c) Students chant and dance the Song of Body Parts with their instructor. With the reinforcement of TPR, students will be able to remember the names of body parts in Chinese.

Activity 2: 穿 vs. 戴 (Interpersonal and Presentational)

a) Student learning outcome: use "穿" and "戴" correctly; describe one's outfit and accessories.

b) To practice "穿" and "戴" (both meaning "wear" in English, but takes different objects in

Chinese), the teacher models by pointing at students' clothes and accessories and speaking out verb-object phrases loudly.

c) Students are paired to point at each other's clothes and accessories. The person who gets pointed at should say a verb-object phrase.

d) This game is repeated adding measure words, basic colors, and subjects. Eventually, students will be able to give a complete description of a person's outfit or accessories.

Activity 3: *Brown Bear, Brown Bear, What do You See?* (Interpretive)

a) Teacher reads the Chinese version of *Brown Bear, Brown Bear, What do You See* to the class.

Assignments for Day 4

Assignment 1:

Go to Moodle — Chinese Study Resource — *Brown Bear, Brown Bear, What do You See?* Listen and practice reading this story. Tomorrow you will read it to your classmates like your teacher did.

Classroom Activities for Day 4

Students focus on the use of colors.

Activity 1: *Brown Bear, Brown Bear, What do You See?* (Presentational)

a) Student learning outcome: students expand their vocabulary of colors and animals by reading the children's book.

b) Students are paired to take turns to read *Brown Bear, Brown Bear, What do You See?*

Activity 2: I am a Poet! (Presentational and Interpretive)

a) Student learning outcome: students write a short poem with colors.

b) Students compose a poem that is full of colors according to the provided example.

c) Teacher example (here it is translated to English):

The dream of blue sky is blue.

The dream of red flower is red.

The dream of green grass is green.

The dream of white snow is white,

But the dream of mine is sweet.

d) Students read aloud their poems to the class.

Activity 3: Who is He/She? (Interpersonal and Presentational)

a) Student learning outcome: describe a person's appearance, outfit and accessories.

b) The teacher reads a short description of a person and asks who that person is. Based on the writing, students will understand it is their teacher.

c) The teacher asks students to secretly choose a classmate and write a short paragraph to describe his or her appearance, outfit, and accessories according to the provided example.

d) Students take turns to share their writings with the class. The rest of the students guess who is being described.

During these collaborative activities, the instructor provides guidance and feedback based on their performance. Since students are divided into groups, students can move on to the next activity based on their own pace.

Assignments for Day 5

Assignment 1:

What's in your closet? Please write and draw eight items. Make sure you use measure words

and colors correctly.

Assignment 2:

Draw a picture of a family member or friend that you think is fashionable. Describe his/her

physical appearance, outfit, and accessories.

Assignment 3:

1) Go to Taobao which is a Chinese version of EBay.

2) Search "裤子 (pants)," "鞋子 (shoes)," "项链 (necklace)" on the search bar.

3) Choose the ones you like and capture their pictures. Save the pictures on a word document.

According to the example, write down the prices under the pictures in Chinese. Bring a hard

copy of your homework to class tomorrow.

Classroom Activities for Day 5

Students focus on online shopping experience.

Activity 1: What's in Your Closet? (Interpersonal and Presentational)

a) Student learning outcome: students use measure words and colors to match their clothes;

 talk about their shopping experience.

b) Students are paired to share their drawings of items in the closet with the whole class.

c) Students ask about their partner's shopping habits in textbook p. 237.

Activity 2: Be a Fashion Commentator! (Interpretive and Presentational)

a) Student learning outcome: students describe or comment on other people's outfit and

 accessories.

b) Students share their descriptions of their fashionable family member or friend.

c) Students comment on other people's fashion sense based on their partner's drawing and description in textbook p. 238.

Activity 3: Shop on Taobao! (Interpersonal, Interpretive, and Presentational)

a) Student learning outcome: students describe or comment on other people's outfit and accessories.

b) Students share their "shopping experience" on Taobao with three items: pants, shoes, and necklace.

c) The teacher shows students three links of clothes worn by a male, a female, and a family on Taobao.

d) Students comment on their outfits, find out the prices, sizes, and colors of these clothes.

e) Students choose one item they like. They are asked to leave a message in Chinese to the seller to describe what kind of clothes s/he wants, including color, size, and price.

During these collaborative activities, the instructor provides guidance and feedback based on their performance. Since students are divided into groups, students can move on to next activity based on their own pace.

Assignments for Day 6

Assignment 1:

Please preview the given sheets. On the sheets, there are three dialogues on the topics of buying clothes, fruits, and stationaries. You need to circle the words you do not know in Pinyin and English. Highlight sentences that you think are most useful for you if you shop in China. Bring your Chinese money and a list of stationaries from Lesson 7 with you. We will meet in the MLC bookstore instead of our classroom for tomorrow's class.

Assignment 2:

Write an email to your pen-pal. Tell them what you are wearing today and ask about theirs. Tell them your shopping habits and ask about theirs.

Reminder:

Make sure you have completed your workbook, character workbook, and Quizlet. Please submit them in class tomorrow.

Classroom Activities for Day 6

Students focus on shopping experience in an actual store.

Activity 1: Shopping Day! (Interpersonal, Interpretive, and Presentational)

a) Student learning outcome: speak about the color, size, and price of a purchase; recognize Chinese currency; pay bills in cash or with a credit card; ask for a different size and/or color of merchandise; bargain in a market;

b) You are paired with your classmates. One person is a vendor and the other is a customer. You may switch your role for different dialogues. You have the following tasks:

- Buy/sell three stationaries;

- Buy/sell a piece of clothing and a pair of pants;

- And buy/sell two fruits.

Remember to negotiate prices. Buy them at the lowest prices; sell them at the highest prices.

You need to convert the actual U.S. dollars to RMB.

During this collaborative activity, the instructor provides guidance and feedback based on their performance.

Assignments for Day 7

Review your journal entries and study your guide sheet for tomorrow's unit test.
Classroom Activities for Day 7
Activity 1: Unit Test (Interpretive and Presentational) **Activity 2: Finish Self-assessment Sheet (Interpretive and Presentational)**
URL List: **1. Assignments for Day 1:** YellowBridge and Quizlet **2. Assignments for Day 4:** *Brown Bear, Brown Bear, What do You See?* **3. Assignments for Day 5:** Taobao

Figure 4. A thematic unit plan on Shopping with TDA through FLIM.

Artifacts

The project collected both quantitative and qualitative data using surveys, teacher observation, student self-assessments[7], and Moodle grades throughout the whole semester. Students received two surveys, one before and one after the implementation of the project. To make the surveys user friendly, two surveys were generated on Google Forms[8] and sent to students via MLC Gmail before and after the project. After collecting surveys from students, the author analyzed the responses to the surveys using the professional analysis on Google Forms. Please see Appendix D and E for the questions of pre- and post-project surveys. Teacher observations were documented throughout the whole project.

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[7] See Appendix C for a sample of student self-assessment.
[8] Please visit Questionnaire A Studying Chinese Program and Questionnaire B Studying Chinese Program to see the finalized survey forms.

Name	Type	Category	Three Modes	Score
L9 Recording	Formative	DW / Recording	Interpersonal, Interpretive, and Presentational	10
L9 Workbook Exercise	Formative	DW / Workbook	Interpersonal and Interpretive	20
L9 Character Workbook	Formative	DW / Character Workbook	Interpretive	10
L9 Quizlet	Formative	DW / Quizlet	Interpretive	10
A Picture of a Body	Formative	DW / Journals	Interpersonal and Presentational	5
Read *Brown Bear, Brown Bear, What do You See?*	Formative	DW / Oral Presentation	Presentational	10
I am a Poet!	Formative	DW / Journals	Interpretive and Presentational	10
Who is He/She?	Formative	DW / Journals	Interpersonal and Presentational	15
What's in Your Closet?	Formative	DW / Journals	Interpersonal and Presentational	5
Be a Fashion Commentator!	Formative	DW / Journals	Interpretive and Presentational	10
Shop on Taobao!	Formative	DW / Journals	Interpersonal, Interpretive, and Presentational	15
Shopping Day!	Formative	DW / Oral Presentation	Interpersonal, Interpretive, and Presentational	25
Email to Your Pen-pal	Formative	DW / Journals	Interpersonal and Presentational	15
L9 Unit Test	Summative	UT	Interpretive and Presentational	100
Self-assessment	Formative	UT	Interpretive and Presentational	0

Figure 5. A list of assessments of Lesson 9.

Student grades of formative and summative assessments were recorded on

Moodle. Assessments were categorized according to the form of each assignment.

Grading policy on the Chinese syllabus showed that students were graded on the

following four categories with subcategories under each of them:

- Daily work (DW): Moodle recordings, character workbook, exercise workbook[9],

  oral presentations, journal writings, emails to pen-pal, Quizlet, and Chinese

  culture study guide (40%)

- Projects (P): a presentation and a book review (25%)

- Unit tests (UT): Unit tests and self-assessment (UT) (15%)

- Final exam (FE): a written Chinese language exam and a Chinese culture

  display board (20%)

For each assessment of Lesson 9, Figure 5 above shows their types, categories, and

scores as well as its integration of modes of communication.

Results

To examine the impact of this project, both quantitative and qualitative data were

collected, including teacher observation, student surveys, Moodle grades, and student

self-assessments. The following three parts examined student pre- and post-project

surveys, Moodle grades, as well as their self-assessments. Teacher observations were

used as references during the examinations of these three parts.

Student surveys. Student data was collected from all participants of the Chinese

Elementary class (n=7). The following figures examined students' responses to the

questions of pre- and post-project surveys. To compare and contrast the changes of

students' attitude before and after the surveys, a mean score was calculated by using the

following formula:

---

[9] The author uses *Integrated Chinese, Level 1 Part 1* (2009), 3rd edition, Yuehua Liu & Tao-chung Yao. It includes *Textbook Simplified Characters* and *Workbook Simplified Characters*.

A mean score = [(number of students that gave the answer a score of 1) * 1

+ (number of students that gave the answer a score of 2) * 2

+ (number of students that gave the answer a score of 3) * 3

+…+ (number of students that gave the answer a score of 10) * 10]
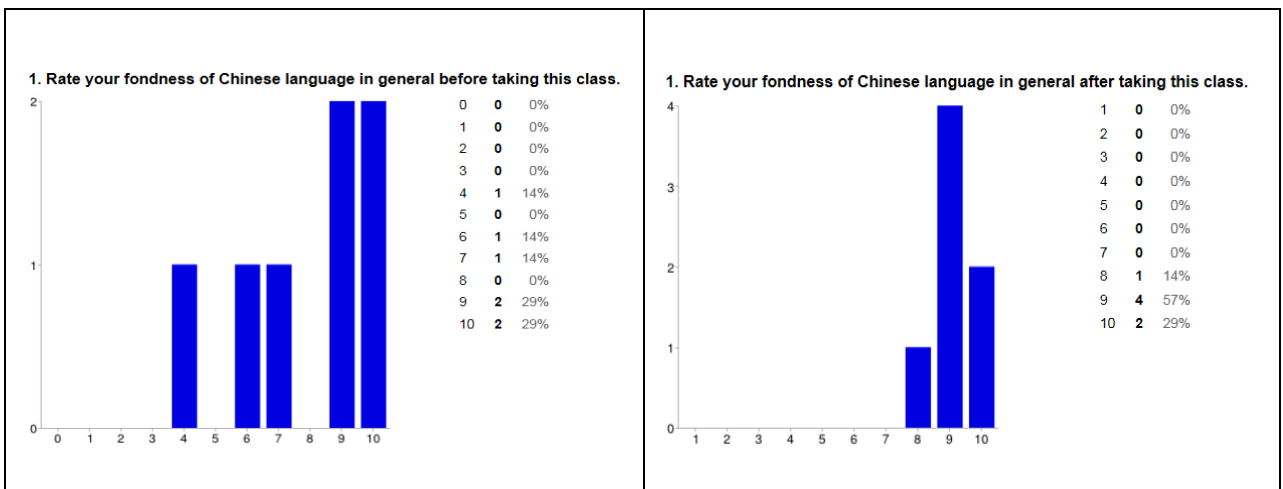
÷ total number of students

Figure 6. Responses to Survey Question 1 (left column: before; right column: after).

Figure 7 illustrated that the mean score of student interests in Chinese language

increased from 7.85 to 9.12, which indicated that most students had greater interests in

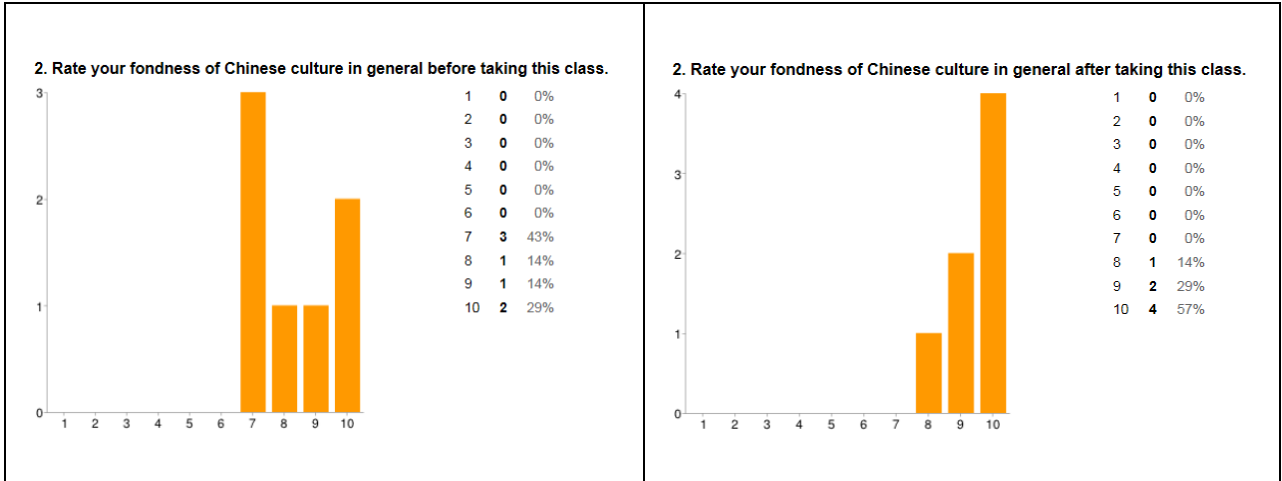Chinese language after taking this class.

Figure 7. Responses to Survey Question 2 (left column: before; right column: after)

As shown in Figure 8, the mean score of student interests in Chinese culture improved from 8.29 to 9.43. Chinese culture classes were taught on every Friday with FLIM. So far, the author has not been able to find a suitable textbook on Chinese cultures. She organized a variety of topics on Chinese culture and designed study guide sheets[10] for each topic. Students were given a study guide sheet on a specific topic the day before class. As an assignment, they were asked to search, locate, and analyze the information they found online. In class the next day, students conducted group discussions or other activities based on their completed study guide.

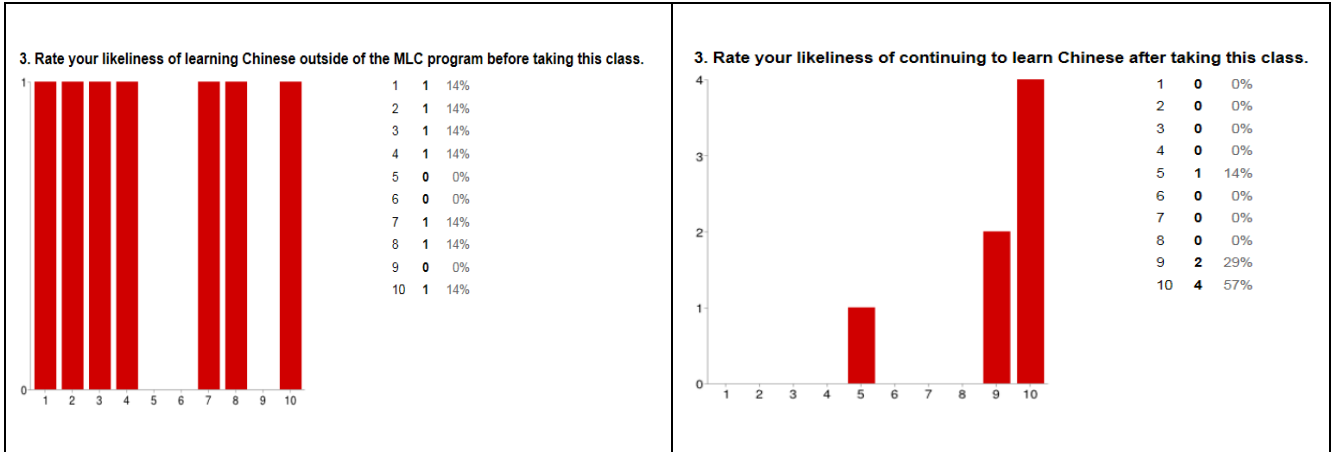[10] See Appendix B for a sample of a Chinese culture study guide.

Figure 8. Responses to Survey Question 3 (left column: before; right column: after)

As shown in Figure 9, students indicated reluctance to learning Chinese if there were no Chinese program at their college. Four out of seven students gave scores that were less than five points. At the end of the semester, only one student gave five points, the rest all gave nine or ten points. After the implementation of this project, student's likelihood of taking Chinese increased from a mean score of 5 to 9.
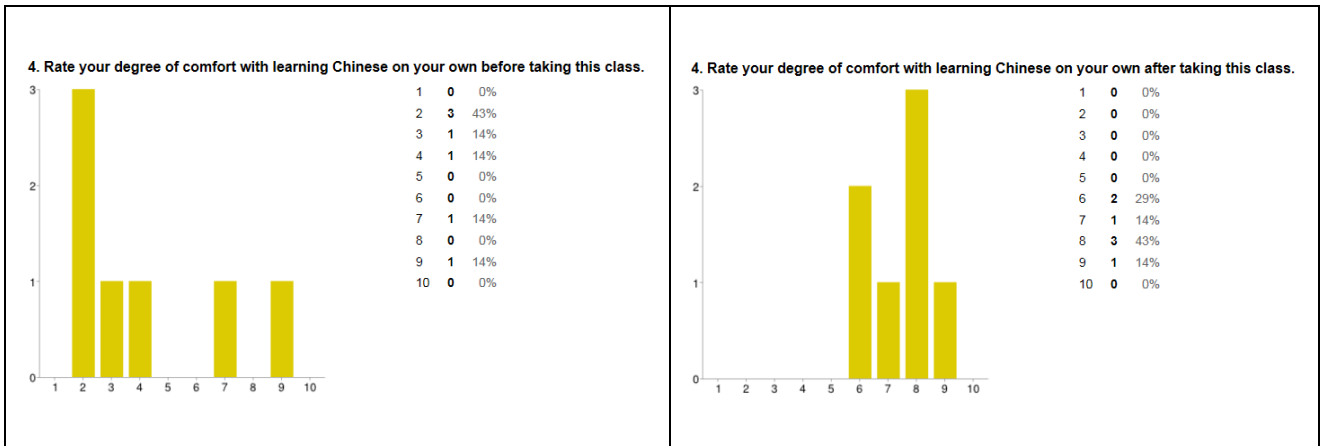

Figure 9. Responses to Survey Question 4 (left column: before; right column: after)

Students' responses to Question 4 indicated that their degree of comfort with learning Chinese on their own increased after implementing this project. Before the project, five out of seven students had a low degree of comfort; after the project, all

student responses were higher than five points. Results of Figure 10 showed that the

mean score jumped from 4.14 to 7.43. Their answers showed that their confidence in

learning Chinese was tremendously enhanced even though they only had one semester of
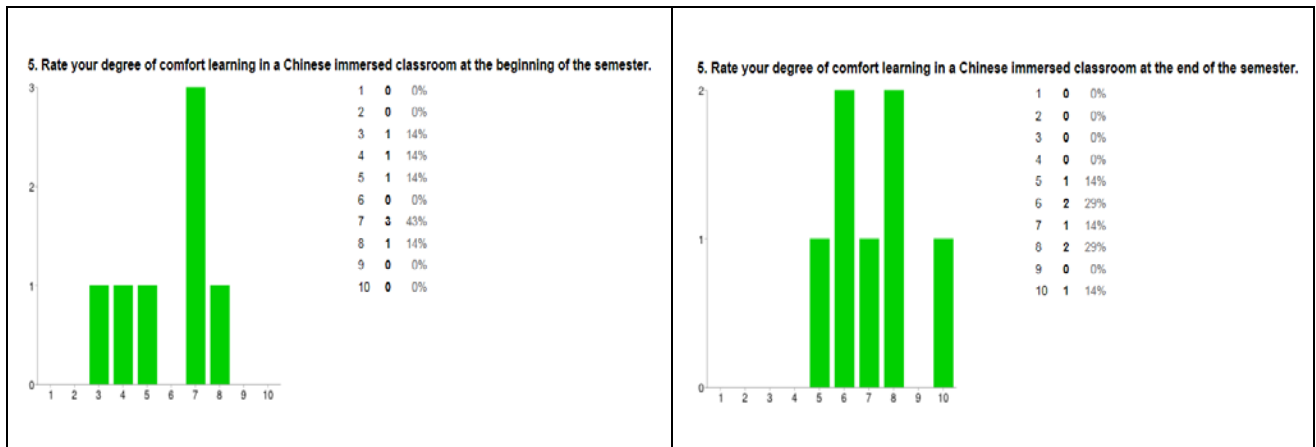
Chinese.

Figure 10. Responses to Survey Question 5 (left column: before; right column: after)

Due to the implementation of FLIM, teaching and learning only in Chinese was

possible to be carried out even at the beginning level. Prior to this course, none of these

students had experience in a foreign language classroom that used TL only. As shown in

Figure 11, students' degree of comfort learning in a Chinese immersed classroom was

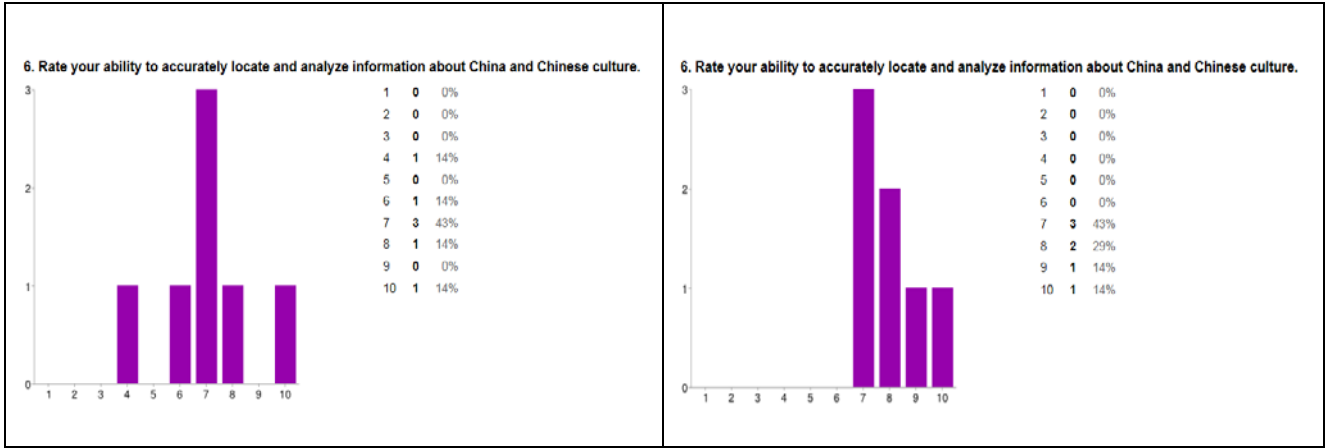elevated from a mean score of 5.86 to 7.14.

Figure 11. Responses to Survey Question 6 (left column: before; right column: after)

According to students' answers to Question 6, they were more confident with

their ability to accurately locate and analyze information on China and Chinese culture.

As shown in Figure 12, the mean score was elevated from 7 to 8.

Figure 12. Responses to Survey Question 7 (left column: before; right column: after)

Before taking the Chinese class, the mean score of students' likeliness of visiting

China was 6.43. After taking the class, the mean score increased to 8.57, a total growth of

33%. As for their preferred methods of visiting China, according to their answers to

Question 8, most of students were inclined to go for long term purposes rather than to go

as tourists. 57% of the students chose study abroad (at least one semester); 71% chose

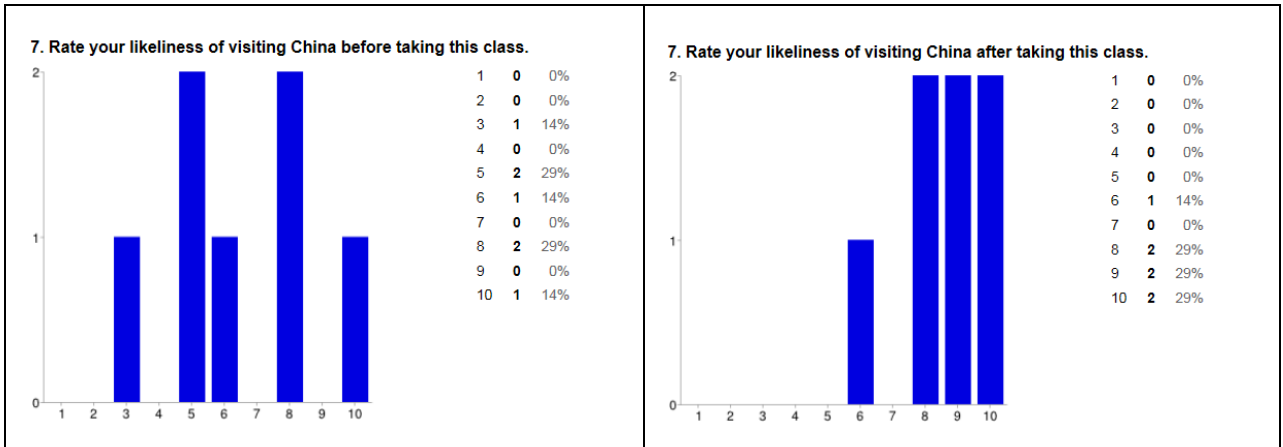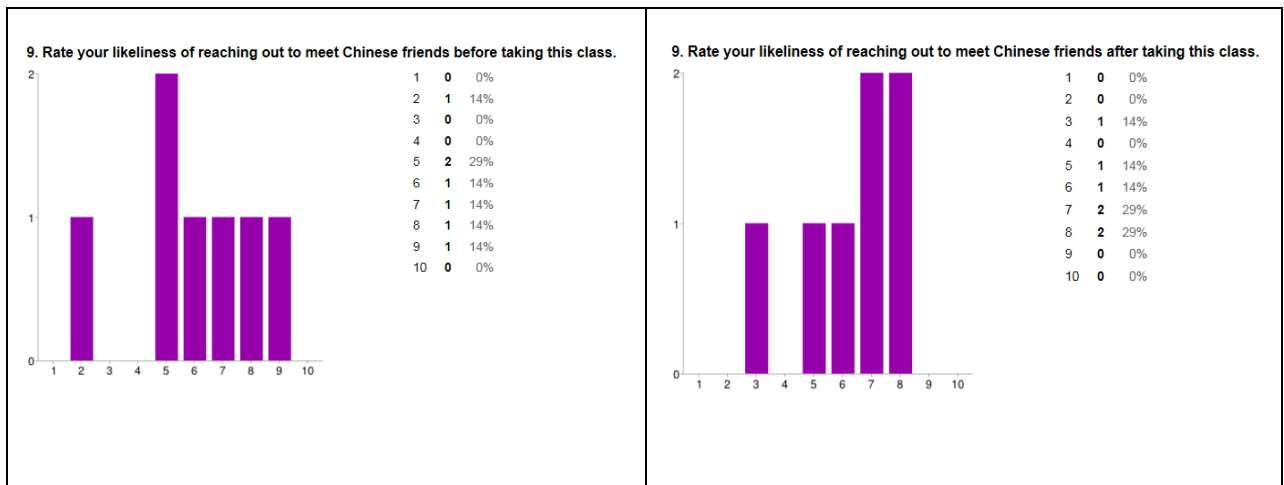through Friends of China or other mission program (at least one year).

Figure 13. Responses to Survey Question 9 (left column: before; right column: after)

As shown in Figure 14, the mean score of students' likeliness of reaching out to

Chinese friends slightly increased from 6 to 6.29. Question 10 asked students what they

would most like to share with their Chinese friends if they are able to reach out to

Chinese people. Before taking this class, five out of seven students commented that they

would like to share their cultures with Chinese friends. They also wanted to learn Chinese

language and culture from their Chinese friends. Two students mentioned that they would

like to share their faith in Christ with Chinese people. After taking this class, six out of

seven students wanted to share their faith with Chinese friends. One student commented:

"Christianity isn't just for Westerners. Jesus died for all of us!" Only one student admitted:

"I am still too shy to make friends, regardless of my improvement in the language."

In summary, pre- and post-project surveys were designed to evaluate the three

goals of this project. The positive changes analyzed above showed that the goals of this

project were reached. Survey Questions 4, 5, and 6 were designed to reflect the first

goal—to increase student accountability for their own learning. The results of the surveys disclosed that students were more comfortable to learn Chinese by themselves, more accustomed to a Chinese immersed classroom, and more confident at investigating on the topics related to China after finishing this course.

Survey Questions 7 to 9 addressed the second project goal which was to empower students to transcend the traditional Chinese classroom into the community and the globe. The results indicated that they were more eager to reach out to Chinese people in the U.S. and abroad and share their spiritual beliefs with them after taking this class. They also stated that the likelihood of visiting China and staying there for a long period of time had increased. They wanted to apply what they learned in class to their lives.

Survey Questions 1 to 3 correlated to the third goal of this project, which was to inspire students to become life-long Chinese language learners. According to the surveys, students' interests in Chinese language and culture were much greater after taking this class. Students were more likely to continue studying Chinese as well.

Moodle grades. As shown in Figure 6, students demonstrated excellent performances in the areas of recording, character workbook, oral presentations, Chinese culture study guide, journals and emails, as well as projects. This result is consistent with students' self-assessment on the post-project survey which will be elaborated in the following section. Except character workbooks and Quizlet, assessments all involved more than one communicative mode. When assessments are designed in an integrated fashion with TDA, they facilitate students' communication within context.
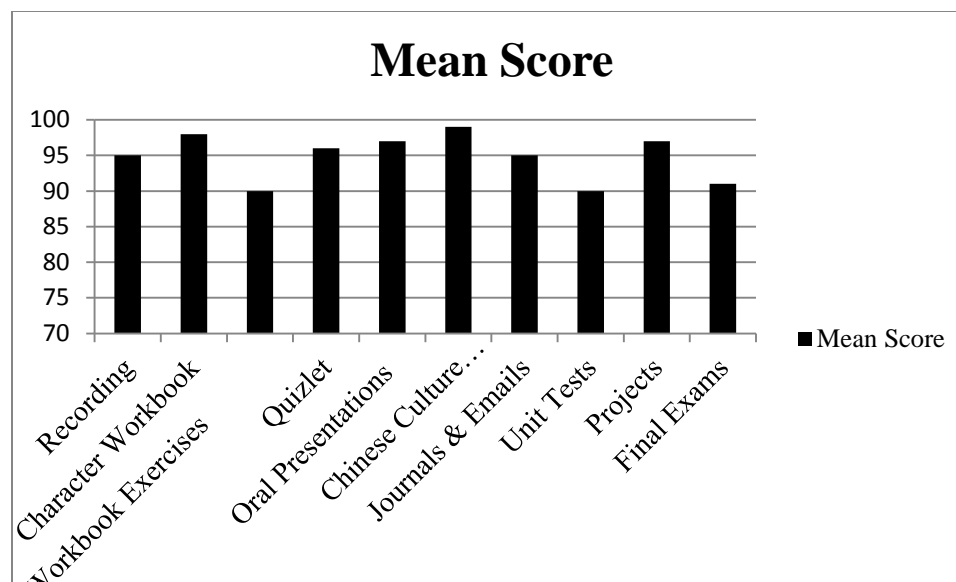
Figure 14. Mean score of student assessments.

Student self-assessments. Two types of student self-assessments were adopted in

this project. The first type of self-assessment was designed to have students self-regulate

their mastery of each unit. Hence, these self-assessment sheets focused on the learning

outcomes of each unit, mainly about communication and grammar functions (see

Appendix C). They were distributed after students finished their unit test. Aided by these

self-assessments, students learned to work on the skills with which they needed help and

became more confident in the skills they had mastered. In addition, this type of self-

assessment provided the instructor with direct feedback.

In addition to the first ten questions that match the pre-project survey, the post-

project survey included four additional questions. These questions were designed to have

students assess the quality of activities which were conducted both in and outside of the

classroom. Students were asked to rank each of the outside-classroom assignments based

on the degree of independent learning they had developed (in Survey Question 13). To

evaluate the results of student self-assessment, a mean score was calculated by using the

following formula:

A mean score = [(number of students that gave the answer a score of 1) * 1

+ (number of students that gave the answer a score of 2) * 2

+ (number of students that gave the answer a score of 3) * 3

+...+ (number of students that gave the answer a score of 5) * 5]

÷ total number of students

Figure 15 is a summary of students' responses to the common activities that were

assigned as homework.

Activities	Three Modes	Mean Score
Recording	Interpersonal, Interpretive, and Presentational	4.12
Quizlet	Interpretive	4.85
Character workbook	Interpretive	4.12
Videos/ readings on grammar	Interpretive	4.14
Workbook exercises	Interpersonal and Interpretive Modes	3.86
Journals	Interpersonal, Interpretive, and Presentational	4.12
Emails to pen-pals	Interpersonal, Interpretive, and Presentational	3.57
Chinese culture study guide	Interpersonal and Interpretive	4.71

Figure 15. Responses to Survey Question 13.

Based on this data, it is clear that students considered the more individualized,

interactive assignments more engaging and helpful. For example, although the stereotype

of memorizing Chinese character and vocabulary is boring, most students gave a high

rate on this activity. This is because Quizlet (4.85) has a variety of activities tailored to

student needs and interact with students. Isolated assignments were considered less

engaging and less helpful for the students. Taking Exercise Workbook (3.86) as an

example, students were asked to practice grammar in their workbooks after watching a

video on grammar. This part of the assignment tended to contain more repetitive drills.

The lowest mean score was Emails to their pen-pal because two students respectively

gave one and two points for this assignment. The rest of them (72%) all gave four or five

points. The author speculated the reason might be due to their Chinese pen-pal's late

responses. She talked with students about this activity and the reason matched her

speculation. The author needed to put more work into communicating with their

voluntary pen-pals in China.

Besides the results of the pen-pal activity, the results showed a similar conclusion

to the findings reported by students when asked to rate on a scale of one to five points

each of the inside-classroom activities based on the degree of independent learning they

had developed (in Survey Question 14). Figure 15 is a summary of students' responses to

those in-classroom activities. These findings also were consistent with the observation

the instructor made. During class, students were engaged most when watching video clips

and answering related questions in their workbook, conducting collaborative activities

such as role play, speed date games, surveys, reading articles in TL, and small group

discussions on Chinese culture. All these activities were content-embedded with the

characteristics of TDA, which was cognitively engaging and demanding for the students.

In addition, activities that integrated three modes of communication were valued most by

students and considered to contribute to the degree of their independent learning.

Activities	Three Modes	Mean Score
Fortune cookie questions	Interpersonal and Interpretive	3.29
Watching videos of textbook dialogue and answering questions on your workbook	Interpretive and Presentational	4.43
Unscrambling a new lesson dialogue, including role play readings and answering questions	Interpretive and Presentational	3.29
Pair work on vocabulary or sentence structures with TPR & Radical Wall	Interpersonal and Interpretive	3.14
Oral presentations	Presentational	3.71
Singing Chinese songs	Presentational and Interpretive	3.43
Role plays for speaking activities or language practices from the textbook	Interpersonal, interpretive, and Presentational	3.86
Speed date game	Interpersonal, interpretive, and Presentational	4.14
Survey or interview games on names, hobbies, family members, etc.	Interpersonal, interpretive, and Presentational	3.86
Reading the assigned articles, newspapers, etc.	Interpretive and Presentational	3.86
Class or group discussions on Chinese culture study guide	Interpersonal, interpretive, and Presentational	3.86

Figure 16. Responses to Survey Question 14.

Chapter IV: Reflective Essay

Introduction

  This project of curriculum design is aimed to achieve the following three goals, as discussed in the previous section:

1) To increase student accountability for their own learning,

2) To empower students to transcend the traditional Chinese classroom into the community and the globe,

3) To inspire students to become life-long Chinese language learners.

  The initial conception for adopting a flipped learning method in the Chinese classroom was to help students become accustomed to learning Chinese on their own when formal classroom instruction is not available, thus laying the foundation for the second and third goals of this project. Many of students from the previous two-year Chinese class went to work abroad after graduation from MLC. They often contacted the author and asked her how to learn Chinese on their own when they were in China. The author believes that with the aid of technology, it is completely possible for students to learn Chinese independently. Hence, when learners are still in a formal classroom setting, it is the instructor's responsibility to help students grow into independent learners by introducing students to learning tools, developing patterns of language acquisition, and building up their confidence.

  Furthermore, the desire of the author is to hold each student individually accountable for their own learning, which is listed as the first and most basic goal of this project. In a traditional classroom, a teacher might teach the new content and assign

homework to reinforce what students have learned in class. In a college setting,

professors assign readings to students as preview work for the next day's class. Students

do not have to do the work if no one checks their homework in the former scenario or if

their professor merely lectures on the same content they read previously in the latter

scenario. In a flipped learning setting, the scenario is different. The teacher does not

deliver a lecture on the same content because students have watched the lecture online.

Students have to finish their assignments because what they have prepared as homework

is an integral part of the collaborative classroom activities. They know that they would be

behind, negatively affect their peers, or become a detriment in the whole process of

learning. On the first day of Chinese class, the teacher explained the concept of flipped

learning and its requirement for the students. The CHN1003 - Elementary Chinese course

syllabus states:

> This course adopts the flipped learning instruction model, which requires students
>
> a high level of self-learning outside of classroom. You will be assigned to learn
>
> Chinese characters, vocabulary, grammar on your own, as well as various tasks
>
> the day before the class. The next day, you will collaboratively finish different
>
> classroom tasks/activities based on your previous day's homework. To ensure the
>
> effectiveness and efficiency of class activities, you are expected to attend class
>
> with readiness. (Schwartz, p. 3, 2014)

Based on the observations by the author, this goal was achieved in this classroom. Some

students commented that they were more motivated to do the assignments because they

knew they would share their homework with their classmates. The author believes this is

a positive aspect of peer pressure. The majority of the author's students had high self-

regulation, good study habits, and high responsibility and motivation to learn Chinese. They aimed to cultivate the skills of critical thinking, creativity, collaboration, and problem solving in their learnings at college.

Conclusions

Overall, this curriculum sets up a model in which the students do preparatory work at their own pace and reinforce their learning by receiving scaffolding from the instructor and working collaboratively with their peers in the classroom.

Advantages. Firstly, using this model, an immersed Chinese TDA could be achieved. The adoption of TDA and FLIM in this Chinese curriculum project involved learners in an active manner in a variety of situations and modes. At the end of the semester, they were more accustomed to a simulated environment in TL. They connected to people in the TL country so that they would have access to authentic language practice rather than merely the practice with their teacher or peer in the classroom or decontextualized practice on exercise sheets. The TDA and FLIM inspired students to transform their learning from classroom or school to their community and even the globe. When learners enjoy their language learning, it is more likely for them to become life-long learners of foreign languages.

Secondly, the role of the teacher was changed. When teaching Chinese with TAD through FLIM, the teacher was no longer a sage on the stage, but a guide on the side. She provided scaffolding through differentiation and feedback according to each student's need. Ongoing formative assessments were conducted during class time through observation to inform future instruction. In addition, she was able to offer the flexibility to accommodate students regarding activities, assessments, and classroom arrangement.

In addition to the first two benefits, all the goals of this project merge in one final overarching objective which is the vision of this fledgling Chinese language program at MLC—to assist called workers of Wisconsin Evangelical Lutheran Synod (WELS) to share the message of the cross with the Chinese population. Currently there are three arenas in which Chinese mission work is taking place and may be expanded: 1) WELS Lutheran schools that are recruiting Chinese International students; 2) WELS domestic churches which could further their outreach to Chinese people; and 3) China where WELS world missions are actively involved.

Challenges and recommendations. Several challenges were made apparent during this curriculum project. The first challenge is tied to technology issues. During the project, some of technological tools were introduced but were not able to be fully used by the students yet due to the short length of this project. Students were asked to rate their familiarity with each tool to learn Chinese. The results showed that students with higher performance were more familiar with these tools, and vice versa. With the rapid changes in the realm of technology, some tools were outdated or not suitable anymore during the project. Students had to learn and get accustomed to new ones in a short period of time. The author will continue observing the learners' acquaintance with technological tools and its impact on their learning independence.

 Second, the sample of students was relatively small due to the limitation of this new program. Further research can be conducted through other world language programs, such as German, Spanish, Latin, Hebrew, and Greek, in the author's Foreign Language Department.

Third, the online tutorial videos which were an essential part of the FLIM were at an elementary level. Due to the limited technological skills she has, the videos that the author made were merely in small web format (SWF) recorded with Jing, a computer service that allows the author to capture basic videos. All the videos were limited to five minutes and no editing was involved. Learners could only see the documents that the author presented but not the image of the author. The ideal software for the author would be [Movenote](#) which tailors all the needs of video presentations. Unfortunately, it does not support Chinese language. The author would recommend Movenote rather than Jing for other subjects of FLIM.

Finally, if it is possible, a quasi-experimental study could be conducted in the future using BUA control and TDA experimental groups to determine which approach best meets the goals. The author also suggests a future project that focuses on the direct impact of TDA and FLIM on students' language performance by designing appropriate pre- and post-project examinations.

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Appendix A: Acronym

ACTFL: American Council on the Teaching of Foreign Languages

CMC: Computer Mediated Communication

FLIM: Flipped Learning Instruction Model

FoC: Friends of China

GPC: Grapheme-phoneme correspondence

MLC: Martin Luther College

NSEP: National Security Education Program

SFLL: Standards for Foreign Language Learning

SPaM: Studies in Pastoral Ministry

SNS: Social Network Sites

SWF: Small web format

TL: Target language

TPR: Total Physical Response

TDA: Top-Down Approach

WELS: Wisconsin Evangelical Lutheran Synod

Appendix B: Chinese Culture Study Guide Sheet

Confucianism and Christianity
儒教与基督教

1. Who is the founder of Confucianism? Name him in Chinese.

2. What are the basic beliefs of Confucianism? What are the foundations of these beliefs?

3. Read the excerpts from *The Journals of Matteo Ricci*, an Italian Jesuit missionary to China from 1582-1610, in which he describes the literati. According to Matteo Ricci, what do members of the literati value and why?

4.   How does Confucianism impact Chinese people's thoughts, culture, or behaviors in today's daily life? Give at least two examples.

5. What is the Golden Rule in Confucianism? Compare and contrast it to the Golden Rule in Christianity.

6. Why do you think Confucianism has dominated Chinese culture for two thousand years?

Appendix C: Self-assessment Sheet

第 9 课学习情况自我分析
Self-assessment of Lesson 9

用中文	我自己可以 😁	需要别人帮忙 😲	我不会 🤢
交际功能(Communication Function)			
L9 Describe a person's appearance and outfits			
L9 Speak about the color, size, and price of a purchase			
L9 Recognize Chinese currency			
L9 Pay bills in cash or with a credit card			
L9 Determine the proper change you should receive			
L9 Ask for a different size and/or color of merchandise			
L9 Bargain in a market			
L9 Tell the cultural differences of shopping habits between China and the U.S.			
语法功能(Grammar Function)			
L9 Differentiate 穿 and 戴。 例：穿一件衬衫，戴一个帽子			
L9 Measure words (II) 例：一张纸、一篇日记、一封信、一条裤子、一双鞋、一块钱…			
L9 The modal verb 要 1） Will; be going to 2） To desire to do something 例：1）明天我们要考试。 2）我不想喝茶，我要喝咖啡。			
L9 The modal verb 想： To feel like; would like to 例：妈妈，我想去看电影。			
L9 The usage of 的: Adj. + 的= Noun 例：我要买那个红色的（衬衫）。			
L9 如果/要是…(的话), …就… 例：如果你想看电影(的话)，我们就去看电影。			
L9 A 跟/和 B （不）一样 例：我的手机跟你的手机不一样。			
L9 虽然……但是…… 例：虽然他是中国人，但是他不会说中文。			

Appendix D: Questionnaire A Studying Chinese Program[11]

(before the implementation of the project)

1. Rate your fondness of Chinese language in general before taking this class.

2. Rate your fondness of Chinese culture in general before taking this class.

3. Rate your likeliness of learning Chinese outside of the MLC program before taking this class.

4. Rate your degree of comfort with learning Chinese on your own before taking this class.

5. Rate your degree of comfort learning in a Chinese immersed classroom at the beginning of the semester.

6. Rate your ability to accurately locate and analyze information about China and Chinese culture.

7. Rate your likeliness of visiting China before taking this class.

8. If your likeliness of visiting China is more than 5 points (including 5), please rate your preferred methods of visiting China on a scale of one to five points.

    1) Chinese immersion program (3-6 weeks)

    2) Study abroad program (at least one semester)

    3) Personal travelling (less than 4 weeks)

    4) Through FoC or other mission program (at least one year)

9. Rate your likeliness of reaching out to meet Chinese friends before taking this class.

10. If your answer to question 10 is more than 5 points (including 5), please tell what you would most like to share with your Chinese friends.

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[11] See the finalized survey form Questionnaire A Studying Chinese Program.

Appendix E: Questionnaire B Studying Chinese Program[12]

(after the implementation of the project)

1. Rate your fondness of Chinese language in general after taking this class.

2. Rate your fondness of Chinese culture in general after taking this class.

3. Rate your likeliness of continuing to learn Chinese after taking this class.

4. Rate your degree of comfort with learning Chinese on your own after taking this class.

5. Rate your degree of comfort learning in a Chinese immersed classroom at the end of the semester.

6. Rate your ability to accurately locate and analyze information about China and Chinese culture.

7. Rate your likeliness of visiting China after taking this class.

8. If your likeliness of visiting China is more than 5 points (including 5), please rate your preferred methods of visiting China on a scale of one to five points.

    1) Chinese immersion program (3-6 weeks)

    2) Study abroad program (at least one semester)

    3) Personal travelling (less than 4 weeks)

    4) Through FoC or other mission program (at least one year)

9. Rate your likeliness of reaching out to meet Chinese friends before taking this class.

10. If your answer to question 10 is more than 5 points (including 5), please tell what you would most like to share with your Chinese friends.

11. Rate your familiarity with using the following tools to learn Chinese:

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[12] [12] See the finalized survey form Questionnaire B Studying Chinese Program.

- Quizlet

- Pleco

- Nciku

- YouTube tutorial

- Google

12. Please rate each assessment based on the benefit you received through the project.

- A presentation on an assigned topic (Presentational & Interpersonal

  Modes)

- A book review paper (Interpretive)

- Unit tests (Interpretive & Interpersonal)

- Self-assessments on each unit (Interpretive)

- An oral report based on your interview with your pen-pal (Interpersonal,

  Interpretive, & Presentational)

- A Chinese culture display board (Interpersonal, Interpretive, &

  Presentational)

- A written Chinese language exam (Interpersonal & Interpretive)

13. Please rate the following outside-classroom activities based on the degree of

independent learning you have developed:

- Moodle recording (Interpersonal, Interpretive, & Presentational)

- Quizlet exercises (Interpretive)

- Character workbook on stroke orders (Interpretive)

- Videos and textbook readings on grammar points (Interpretive)

- Workbook exercises (Interpersonal & Interpretive)

- Journals (Interpersonal, Interpretive, & Presentational)

- Emails to your pen-pal (Interpersonal & Interpretive)

- Chinese culture study guide (Interpersonal & Interpretive)

14. Please rate the following inside-classroom activities based on the degree of
independent learning you have developed:

- Fortune cookie questions (Interpersonal & Interpretive)

- Watching videos of textbook dialogue and answering questions on your
  workbook (Interpretive & Presentational)

- Unscrambling a new lesson dialogue, including role play readings and
  answering questions (Interpretive & Presentational)

- Acting out new vocabulary or sentence structures (Total physical
  response TPR) (Interpersonal & Interpretive)

- Making up words by using the characters from the radical wall
  (Interpretive)

- Oral presentations based on journal logs (Presentational)

- Singing Chinese songs (Interpretive & Presentational)

- Role plays for speaking activities or language practices from the
  textbook (Interpersonal, Interpretive, & Presentational)

- Speed date game (Interpersonal, Interpretive, & Presentational)

- Survey or interview games on names, hobbies, family members, daily
  routine etc. (Interpersonal, Interpretive, & Presentational)

- Reading the assigned articles, newspapers, etc. (Interpretive &
  Presentational)

- Class or group discussions on Chinese culture study guide

  (Presentational, Interpretive, & Interpersonal Modes)